

Grade 5 Integrated Language Arts Unit

Lesson 1: What is Charity?

Connections to Financial Literacy

In this lesson, students develop their understanding of the term “*charity*”. Charity can be defined in a number of ways, including providing services, money, and emotional support. There are people who give to charity and those who require the support of charitable organizations. Students will begin to learn about the roles people play in terms of giving and receiving charity. Through role playing scenarios, students will examine the roles and responsibilities of those who give and those who receive charity (i.e. providers, receivers, citizens, government). Students will begin to see how charity is more than just donating money. Through, effective questioning strategies students will actively engage in discussions and reflect upon their own opinions, which contributes to their growth as “knowledgeable, compassionate citizens”.

(*A Sound Investment: Financial Literacy Education in Ontario Schools*, p. 5).

In addition, this lesson will focus on developing an understanding of:

- social, ethical and environmental implications of financial decisions;
- active citizenship;
- creating effective questions in order to develop a critical perspective

Lesson 1 integrates:

- Language Arts
 - Reading
- The Arts
 - Drama

Curriculum Expectations

Language Arts

Overall Expectations:

Reading:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Specific Expectations:

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts e.g. ask questions to focus reading.

Demonstrating Understanding

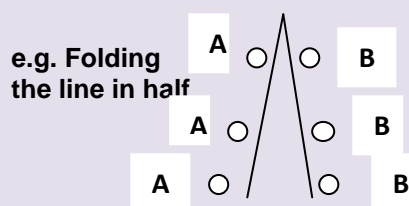
1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and

<p>Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>citing a variety of details that support the main idea Extending Understanding 1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them Responding and Evaluating Text 1.8 make judgments and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p>
Drama	
Overall Expectations:	Specific Expectations:
<p>Drama: B1. apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories</p>	<p>Creating and Presenting B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places</p>
Learning Goals	
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> • define the term charity; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas through role play; • use a Question Chart (Q-chart) to develop and evaluate questions; • use information from role play and Q- chart to begin to develop an <i>Audit Trail</i>, documenting their learning journey through this unit on charity. 	

Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>Readiness</p> <p>It would be beneficial if students have prior experience using a Q-Chart, and role play. (See example and explanation included below.)</p> <p>Drama Strategy</p> <p>Role Play. Role play allows students to simulate a variety of situations, using language for different purposes and audiences. Through role plays, students can practise and explore alternative solutions to situations outside the classroom. The role-play strategy also allows students to take different perspectives on a situation, helping them to develop sensitivity and understanding by putting themselves in the shoes of others. An important phase in any role-playing activity is the follow-up. Debriefing after a role play allows students to analyse the role-play experience and the learning in the activity. (The Ontario Arts Curriculum Revised 2009)</p> <p>Instructional Strategy</p> <p>Think-Pair-Share is a strategy designed to engage all students in thoughtful reflection and participation in classroom discussions. Students are asked a question or topic of discussion to consider. Students are provided individual <i>think time</i>, before sharing their thoughts with a partner. After the partner groups have discussed their responses, the teacher asks volunteers to share their thinking</p>	<p>To be discussed with students; may be connected to social studies unit:</p> <ul style="list-style-type: none"> Charity Government Citizens <p>Dictionary definition: Charity is</p> <ol style="list-style-type: none"> generosity toward the needy fund or institution that benefits the needy kindness in judging others <p>e.g.</p> <ul style="list-style-type: none"> giving money giving time to give hope or skills that can allow people to help themselves giving can be receiving, not controlling empowering, teaching building community 	<p>Minds On</p> <ul style="list-style-type: none"> Chart paper Markers Student Response Journals (any notebook for students to record their thinking) <i>Audit trail:</i> Large poster paper to record learning <p>Action</p> <ul style="list-style-type: none"> <i>An Angel for Solomon Singer</i>, by Cynthia Rylant Grade 5 Appendix 1-1: Q-Chart Large version of the Q-Chart (e.g. Bristol board, Chart paper) Post-it Notes <p>Consolidation</p> <ul style="list-style-type: none"> Grade 5 BLM 1-1: Characteristics of the Roles People Play in Charity (copied on 11 x 17 paper) <i>Audit trail:</i> Large poster paper to record learning Student Response Journals <div data-bbox="1133 1465 1360 1764" data-label="Image"> </div> <p><i>An Angel for Solomon Singer</i>, by Cynthia Rylant ISBN: 978-0-613-09443-6</p>

<p>with the larger group.</p> <p>Value Line is a strategy used to identify students' opinions in a quick and visual way. The teacher poses a question or makes a statement to the students and asks them to line up according to how strongly they agree or disagree, along a designated line. This line up can be folded to make pairings or groups of students with a range of viewpoints, to engage in discussion on the designated topic.</p> <p>'Audit Trail' or 'Learning Wall': is a public display (on wall or large poster) of artefacts and records, gathered together by a teacher and their students, that represents their thinking about different issues and topics. This strategy is useful for creating spaces for students to re-visit, reread, analyze, and re-imagine various topics or issues. Further, it can be used as a tool for building curriculum as it visibly lays out the journey of the group's thinking and learning over a period of time. (<i>Vivian Vasquez, 2008</i>).</p>		<p>Synopsis: "Solomon singer lives a lonely life in a New York hotel for men, but after he discovers the Westway Café, where the waiter, Angel, is warm and friendly, he is able to find beauty in even the bleakest surroundings." <i>Publishers Weekly, back cover.</i></p>
<p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 		
<p>Lesson Description</p>	<p>Notes to teacher:</p>	
<p>Brainstorm Whole group</p> <ul style="list-style-type: none"> • The teacher asks the students, <i>"What is charity?"</i> • The teacher records the student responses on chart paper. • After a list of ideas have been generated, the teacher will ask the question, <i>"How important are charities in our society?"</i> 	<p>Note: To create the Value Line, the teacher will need to provide a space for students to stand in a line and then join the ends, so students are facing each other to begin a discussion.</p> <p>○ ○ ○ ○ ○ ○ ○ ○</p> <hr/> <div> <div> Charities are very important in our society </div> <div> Charities are not very important in our society </div> </div>	

- The teacher will then use the *Value Line* strategy to have the students line up according to whether they feel charities are **very important** to **not very important** in our society (see diagram).
- Students choose where they want to stand on the continuum.
- The teachers asks the students to think about the importance of charity in our society, and reflect upon reasons why they feel this way (tell students to be prepared to share their reasons with a partner).
- Once the students are standing on the value line, the teacher will fold the line in half (see diagram), this will allow for the formation of partner groups.
- The teacher designates the students on one line as **A** and the other as **B**.
- Student A is prompted by the teacher to share their opinion on how important charity is in our society with their partner (Student B).
- Student B listens and responds to student A and then is given the opportunity to share his/her ideas.
- Student A listens and responds to student B.
- If teacher would like students to hear one or more opinions, side A moves down one so now each student has a new partner to discuss their personal opinions.
- Students return to their desks and write some brief notes in their *Student Response Journals* as to what new ideas they have learned about charity.
- Some guiding questions for the teacher to ask the students, to prompt their writing might include:
 - *What does charity mean to our society?*
 - *How are your ideas the same or different from your peer's?*
 - *How did your own ideas develop or change through this process?*



- After recording ideas in their Student Response Journal, students can begin recording some ideas on the class **Audit Trail**.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Developing understanding of Charity through an interactive read aloud of *An Angel for Solomon*.

Description

- Teacher introduces text by showing the cover of the book and reading the title.
- Students are asked to do a *Think-Pair-Share* strategy on what they think the story will be about.
- The students are divided into partner groups. One partner will be designated **A** and the other **B**.
- Student **A** will assume the role of Solomon and student **B** assumes the role of a person Solomon meets on the street.
- The teacher prompts the students to think about what questions they may ask one another, in their assigned roles, as the story is read aloud.
- The teacher reads 2 to 3 pages and then pauses to allow students to record each of their questions on a separate Post-it Note (make sure the students keep all questions recorded on Post-it notes. They will be needed for the Q-chart after the role play activity).
- The teacher reads to the end of page 6, "*Solomon Singer wandered*".
- In partner groups, the students are given some time to review their questions and begin a role played conversation based on asking and answering the questions they have generated.

Assessment for learning

The teacher will circulate the room and guide practice, ensuring students fully understand the task, and offering assistance when needed.



Differentiated Instruction

By using role play for students to make deep connections to the characters, and evaluating their questions, students develop their ideas on charity.

By allowing the students to choose what resonates with them within the article provides the students choice.

Note: At different points students record their learning on the *Audit trail*.

- The teacher monitors the conversations and stops when they are naturally coming to an end.
- Before reading again, the teacher prompts the students to switch roles. Student A will assume the role of another customer at the store and Student B will be Solomon.
- While reading the student repeats the same process and record questions to ask in the role play conversation.
- The teacher continues to read until page 12: *"But it didn't put a price on dreams."*
- The role play is repeated.
- Before reading for a third time, Student A is given the role of Solomon and Student B will assume the role of Angel.
- The teacher reads until the end of the story.
- Upon completing the role play activity, the students are invited to place their questions on the large Q-Chart.
- The teacher and the students discuss where questions are placed, any questions which might not fit the chart pattern and determine what makes questions effective.

Q – Chart

	what	where/ when	which	who	why	how
is						
did						
can						
could						
will						
might						

- The teacher will ask the students about what they notice about the kinds of

<p>answers given to <i>factual</i> questions (e.g. short answers).</p> <ul style="list-style-type: none"> The teacher asks the students what they notice about the kinds of answers that would be given to the questions in the <i>Predict, Analytical, Synthesis & Application</i> quadrants (e.g. longer, more detailed answers). This conversation will lead into co-constructing the criteria for, ‘<i>What Makes an Effective Question?</i>’ Students will then work with partners to select some “effective” questions from the class collection, displayed on the Q-Chart, or to create new effective questions of their own. After selecting the questions, the partner groups will work together to write a mini-script for a conversation based on their questions and answers. The students then choose a role to play, i.e. <ol style="list-style-type: none"> Solomon or an individual needing charity, An individual wanting to learn more how to help, or Social services government employee. 	<p>A_{as}L Assessment as learning Opportunity to Co-Construct Criteria on “What makes an effective question?” e.g.</p> <ul style="list-style-type: none"> Includes a question word (i.e. who, what, where, when, why and how) Requires a person to think and reflect upon an answer Will allow for a detailed response and not a one-word answer (e.g. “yes/no” questions) <p>Note: If computers with Internet access are available, the students could type their questions into the website www.todaysmeet.com. Through this website, the teacher is able to print a collation of all of the questions generated by the students in the class.</p>
<p>Consolidation</p> <ul style="list-style-type: none"> Providing opportunities for consolidation and reflection Helping students demonstrate what they have learned 	
<p>Lesson Description</p>	<p>Notes to teacher:</p>
<p>Whole Class Discussion</p> <ul style="list-style-type: none"> Students are invited to share their initial thoughts on charity and questions that helped develop their thinking. This can be shared orally or in writing their <i>Student Response Journals</i>. Students will work in groups of 3 to 4 to complete the graphic organizer, Grade 5 BLM 1-1: Characteristics of the Roles People Play in Charity 	<p>A_{for}L Assessment for learning Teacher can use <i>Audit trail</i>. Large poster paper to assess learning.</p> <p>A_{for}L Assessment for learning Teachers should monitor the students as they work through the characteristics chart to check for understanding. Teachers are encouraged to</p>

Individual, needing charity i.e. Solomon	Individual offering charity i.e. Angel	Government employee i.e. Social Worker

- Students post their chart paper and share their thinking with the class.
- Students are encouraged to discuss and record their learning on the *Audit trail*.
- Other questions for discussion may include:
 - *How did your own understanding of charity and roles people play change through the activities and through reading the story?*
 - *What is a good life?*
 - *What other sources can you think of that will give us some information or perspective on this issue? (leads into the following lessons)*
 - *How might this new understanding affect the way you view others?*
- As a class, students create a definition of charity. It should be posted on the *Audit trail* and revisited in the following lessons.

EXTENSION ACTIVITY:

The students are provided with options to develop a creative way to share their definitions (e.g. through song, www.storybird.com, images, sculpture, Power Point).

provide the students with descriptive feedback, and provide the students with the opportunity to make changes to their work, based on the feedback.



Differentiated Instruction

The teacher may decide to pre-arrange the groupings, based on student needs, to maximize student success.

By having the students begin the discussion in a smaller group, will provide the opportunity, for those who need it, time to generate and organize their ideas before sharing with the larger group, as well as provide the opportunity for everyone to share their thinking.

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